

**STATE OF RHODE ISLAND
DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES**

PUBLIC NOTICE OF PROPOSED RULE-MAKING

In accordance with Rhode Island General Law (RIGL) 42-35 and 42-72-5, notice is hereby given that the Department of Children, Youth and Families proposes to amend the following DCYF rule:

EDUCATIONAL PLANNING FOR AND TRANSITION OF ADJUDICATED RESIDENTS

This rule, formerly entitled Education: Screening, Assessment, and Evaluation - Adjudicated Youth, is being amended in compliance with the federal court order relating to RI Training School residents, the accreditation standards of the American Correctional Association (ACA) for Juvenile Training Schools and Juvenile Detention Facilities, the accreditation standards of the Correctional Education Association and the opening of new facilities. The rule is amended to provide comprehensive direction to Training School staff on integrating educational, clinical and residential life skills in all planning for residents and in reflecting these areas in plans to transition residents back to their communities. The previous version of this policy, refiled 1/5/07, is superseded by this amended version.

In the amendment of this rule, consideration was given to the following: (1) alternative approaches and (2) overlap or duplication with other statutory and regulatory provisions. No alternative approach or duplication or overlap was identified based upon available information.

This amended rule is accessible on the R.I. Secretary of State's website (<http://www.sec.state.ri.us/ProposedRules/>) and the DCYF website (<http://www.dcyf.ri.gov>) or available in hard copy upon request (401-528-3685). Interested persons should submit data, views or written comments by July 26, 2010 to Susan Bowler, Administrator for Families and Children, Department of Children, Youth and Families, 101 Friendship Street, Providence, RI 02903 (Susan.Bowler@dcyf.ri.gov).

In accordance with RIGL 42-35-3, an oral hearing will be granted if requested by twenty-five (25) persons, by an agency or by an association having at least twenty-five (25) members. A request for an oral hearing must be made within thirty (30) days of this notice.

Education: Screening, Assessment and Evaluation- Adjudicated Youth Educational Planning for and Transition of Adjudicated Residents

Rhode Island Department of Children, Youth and Families
Division of Juvenile Correctional Services: Training School

Policy: 1200.1716

Effective Date: June 14, 2004

Revised Date:

_____Version: 2

~~The Education Program provides educational services for all students. In order to provide those services at levels that are appropriate, adjudicated students receive extensive educational screening, assessment and evaluation that assist educators in planning educational services.~~

~~The purposes of the assessments are to:~~

- ~~•Promote, assist, and improve students' learning;~~
- ~~•Inform programs for teaching and learning;~~
- ~~•Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students; and~~
- ~~•Plan for educational services based on the confinement determinations of students.~~

~~The Education Program ensures that adjudicated residents receive comprehensive education planning and instruction. The Individual Treatment Plan (ITP) incorporates educational goals and objectives, including services required by the Individual Education Plan (IEP) or Section 504 of the Rehabilitation Act. During subsequent Bi-Monthly Reviews, the goals and objectives are updated to reflect each resident's progress.~~

~~Transition interventions promote successful re-integration of residents into the community. Transitional planning is the focus of a Bi-Monthly Review Meeting held at least sixty (60) days prior to the resident's anticipated End of Sentence. Transition services help each resident achieve social adjustment, employment and educational success when he/she returns to the community.~~

Related Procedure

~~Educational Planning for Education: Screening, Assessment, Evaluation and Transition of Adjudicated Residents~~
~~Youth~~

Related Policy

~~Educational Evaluation of Residents~~
~~Education Program: Structure and Operations~~
~~Compliance with Section 504 of the Rehabilitation Act~~
~~Incentive System – Points and Levels~~
~~Behavior Report~~
~~Major Discipline Review~~
~~Discipline for Academic and Vocational Classes~~

Education: Educational Planning for and Screening, Assessment, Evaluation and Transition of Adjudicated Residents

Procedure from Policy 1200.1716: **Education: Educational Planning for Screening, Assessment, Evaluation and Transition of Adjudicated Residents**

- A. ~~The initial intake process will begin immediately after adjudication. It is a seven (7) to ten (10) day process.~~
- B. ~~The process begins with a review of pertinent intake information and an interview with the student. Information from these sources is used to develop an individualized educational plan.~~
- C. ~~Upon adjudication, all students complete reading and mathematics diagnostic inventories.~~
- ~~1. **Reading:** To provide tests for measuring general intellectual ability, specific cognitive abilities, oral language, and academic achievement.~~
 - ~~2. **Mathematics:** To provide a measure of understanding and application of important concepts and skills in mathematics.~~
- D. ~~The following examples of assessment instruments may be administered as appropriate:~~
- ~~1. **The Kaufman Brief Intelligence Test (K-BIT):** measure of verbal and non-verbal intelligence.~~
 - ~~2. **Piers-Harris Children's Self-Concept Scale 2nd Edition (Piers-Harris 2):** measure of psychological health.~~
 - ~~3. **Weschler Intelligence Scale for Children® (WISC-III®):** measures intellectual ability in children ages six (6) to 16.11.~~
 - ~~4. **Weschler Adult Intelligence Scale® 3rd Edition (WAIS®-III):** measures intellectual ability in adults between the ages of 16.11 and 89.~~
 - ~~5. **Reynolds Adolescent Depression Scale (RADS):** a measure to screen individuals for depressive symptoms.~~
 - ~~6. **Conners' Rating Scales—Revised (CRS-R)**
It assesses a broad range of psychopathological and significant problem behaviors as reported by teachers, parents or alternative caregivers, and adolescents. The CRS-R contains empirically and rationally derived scales which include:
a. The Conners' ADHD Index to identify children at risk for ADHD
b. The ADHD/DSM-IV Scales which are directly linked to DSM-IV diagnostic criteria
c. Conners' Global Index, formerly known as the "Hyperactivity Index" or "Abbreviated Symptom Questionnaire," consists of two parts: Restless/Impulsive and Emotional Lability~~
 - ~~7. **Comprehensive Test of Nonverbal Intelligence (CTONI):** a measure of reasoning ability.~~
 - ~~8. **The Adolescent Apperception Cards (AAC):** designed to be a non-invasive, non-threatening aid to the clinical assessment of adolescents ages 12-19. It can be helpful in understanding the framework that an individual uses to interpret interpersonal sequences, the kinds of emotional responses that an individual is likely to experience, the way an individual perceives the behavior of others, and an individual's characteristic way of construing interpersonal relationships.~~
 - ~~9. **Achenbach System of Empirically Based Assessment® (ASEBA®):** assesses behavior problems, emotional disturbance, and psychopathology through self-report, other reports, direct interviews, or direct observations.~~
- A. The Clinical Director or designee convenes a multi-disciplinary team in conformance with DCYF Policy 1200.1503, Classification and Treatment – Individualized Treatment Plan.
1. The team engages in a systematic process of decision making that coordinates residents' educational, clinical, and transitional needs.

2. Education staff completes the Education/Vocational History Form (SMO7BF77), which captures important information for the planning process.
 3. The planning includes education program and/or subject assignment based on the results of the resident's assessment, screening and evaluation.
 4. During the ITP meeting, a designated representative from the Education Program completes the Educational and Vocational Training Goals and Objectives form.
 5. This information is entered into RICHIST within seven (7) working days of the ITP meeting and a hardcopy is maintained in the resident's education file.
- B. In conformance with DCYF Policy 1200.1503 Classification and Treatment – Individualized Treatment Plan, Bi-Monthly Reviews systematically monitor residents' progress to help each resident achieve educational and transition goals.
1. Teachers receive a computer generated list of residents whose progress is scheduled for a Bi-Monthly Review for that month.
 2. Prior to the scheduled meeting, teachers complete the Bi-Monthly Review and Transitional Planning -Teacher Input Report which indicates the resident's progress in each subject.
 3. A Bi-Monthly Review held 60 to 90 days before each resident's End of Sentence serves as the Transition Meeting. The Educational Transition Plan details the:
 - a. Anticipated educational plan;
 - b. Individuals and/or agencies responsible for making arrangements for educational needs; and
 - c. Individuals and/or agencies responsible for making arrangements for any anticipated vocational training needs.
 4. The Educational Transitional Planning Packet includes:
 - a. The Adaptive Behavior Report;
 - b. The Clinical Psychological Evaluation, if applicable;
 - c. The Psychological Evaluation, if applicable;
 - d. The School Immunizations Report;
 - e. Transcripts from the RITS Education Program;
 - f. IEP/504 Plan, if applicable; and
 - g. Educational Evaluations.
- C. At the ITP, Bi-Monthly Reviews and Transitional Planning Meeting, educational staff utilize the "Educational and Vocational Goals and Objectives" form to indicate measurable progress for each resident.
- D. Educational Staff forward the resident's school registration packet to the receiving school/district and note transmittal on the Transition Tracking Sheet at least 30 days prior to the official End of Sentence (EOS) date. If a resident is released prior to his or her End of Sentence, an educational packet is forwarded to the receiving school/district and to the resident's home.
- E. Educational Staff forward a record of the resident's educational and immunization history to Probation or Family Service staff, as appropriate.
- F. Paragraphs A - E are consistent with Correctional Education Association Standards 31, 45, and 48, as well as, American Correctional Association Standard 3-JTS-5D-01.